Nevada Social Studies Standards History K-12 Standards

"History is the witness that testifies to the passing of time; it illuminates reality, vitalizes memory [and] provides guidance in daily life." ~ Marcus Tullius Cicero

Knowledge of history is the precondition of political intelligence. Without history, individuals share no common memory of where they have been, what their core values are, or what decision of the past account for present circumstances. Without history, individuals cannot undertake any sensible inquiry into the political, economic, or social issues of today. Historical knowledge and historical inquiry contribute to the skills necessary to be informed citizens, who can function effectively in the democratic process of a diverse society.

The complexities of modern life place a premium on those who transcend stereotypical thinking and who examine what happened in the past, why it happened, what the consequences were, and how improvements can be made in the future for the betterment of society. It is imperative in today's global economy for Nevada students to understand the history of their community, state, nation, and the world.

Knowledge of one's roots and a sense of one's place in humanity allow the individual the fullest sense of self and shared community on which both personal development and responsible citizenship demand. Through the study of history, our students will develop an appreciation of the contributions made by all nations as the humanities are integrated with political science, economics, and geography.

The history strand is divided into 10 standards encompassing history skills and content. Standards 1 and 2 represent skills needed by students in order to understand the events of the past. Using chronology students will organize as well as understand the sequence and relationship of events. In order to study history successfully, students also must develop the vocabulary and concepts of history, and engage in inquiry, research, analysis, and decision making. Current technology tools for communication and research provide students with opportunities for historical investigations and presentations of knowledge. Standards 3 through 10 cover the major eras and concepts be learned in the study of world history, U.S. history, and Nevada history.

The *Nevada History Standards* are intended to provide the framework for a comprehensive K-12 history education in preparation for the responsibilities and challenges of life in the twenty-first century.

NOTE: These standards make use of terms *including*, *such as*, and *for example*. These words and phrases have been used in specific ways. *Including* is used to indicate specific topics or ideas to be learned by students. Items that follow *including* are considered vital to the understanding of the topic. However, the study of the content in benchmarks is not limited to what follows *including*. *Such as* and *for example* are used to indicate suggestions or examples to provide guidance and understanding. Two examples from the History standards:

6.8.1

Describe major inventions of the Industrial Revolution, including:

- Steam engine
- Textile machine

5.3.6

Identify Native North American life prior to European contact, such as:

• Food, clothing, and shelter

The steam engine and textile machine are essential to an understanding of the Industrial Revolution and the teaching and learning of this particular topic would not be complete without them. However, there are certainly other inventions that would add to a student's understanding of the topic and would be appropriate if added into the lesson, but the steam engine and textile machine should not be neglected.

Items that follow these terms should not be considered mandatory or part of a potential assessment. Here, food, clothing, and shelter are not the only examples of Native North American life and may or may not be included in the lesson. Other examples may be appropriate in the teaching of this concept.

This edition of the Nevada Academic Standards contains supplemental information. First, suggested interdisciplinary links have been noted at the bottom of each box. The key to the link coding is below. Second, members of a prioritization team selected some standards and benchmarks as appropriate for state assessment and others as appropriate only for local assessment. (It is assumed that all benchmarks will be assessed at the local level; only some are appropriate for assessment at the state level.) Benchmarks in *italics* indicate benchmarks that are NOT appropriate for state assessment and are ONLY appropriate for local assessment. Benchmarks in regular text are appropriate for state assessment. Finally, the prioritization teams prioritized each benchmark based on a three-part framework, the key to which is also listed below.

Key to Codes Found in Standards*Suggested Link Coding

C = Civics H = History G = Geography Ec = Economics

E = English Language Arts

NOTE: As of April 2006, both the Science and Mathematics standards have been revised; therefore, none of the alignment with these two content area standards is valid or accurate. Thus, the Science and Mathematics standards have been removed from this document.

*Prioritizing

E = Enduring, complex, engaging, "big ideas," requiring in-depth coverage

I = Important to know and do. Critical to reaching enduring understanding. Students should retain detailed, but not extensive knowledge.

W = Worth being familiar with. Students should have awareness of key people, ideas, concepts, and terms.

Nevada Academic Standards that are assessable at local ONLY are indicated with italicized text.

Nevada Academic Standards that are assessable at state and local levels are indicated with regular text.

History Standard 1.0: Chronology: Students use chronology to organize and understand the sequence and relationship of events.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|-----------------------------|----------------------------|--------------------------------|------------------------------------|-----------------------------|---------------|
| Students know and are able | Students know and are able | Students know and are able | Students know and are able | Students know and are able | |
| to do everything required | to do everything required | to do everything required | to do everything required | to do everything required | |
| in earlier grades and: | in earlier grades and: | in earlier grades and: | in earlier grades and: | in earlier grades and: | |
| | 1.3.1 I | 1.5.1 I | 1.8.1 I | 1.12.1 E | Current |
| | Identify the source of | Identify current events | Describe how a current | Analyze and develop a | Events |
| | information for a current | from multiple sources. | event is presented by | position on a current | |
| | event. | | multiple sources. | event. | |
| | | | | | |
| | | | E 10.8.4; E 11.8.2 | E 10.12.4 | |
| 1.2.2 E | 1.3.2 | 1.5.2 I | 1.8.2 I | 1 12.2 I | Chronology |
| Identify past, present, and | Read a time line. | Record events on a graphic | Create a tiered time line . | Explain the sequence and | |
| future events. | | organizer, such as a | | relationship of events on a | |
| | | calendar or time line . | | tiered time line. | |
| | E 6.3.2; G 2.3.6; G 6.3.1; | | | | |
| E 9.2.4; G 2.2.5 | G 7.3.5 | G 7.5.4 | E 2.8.4; E 3.8.1; G 1.8.4 | G 7.12.5 | |

graphic organizer: a visual representation of information such as a chart, time line, or calendar

tiered time line: a combination of two or more linear diagrams on which information concerning people, events, and/or issues of the same time period is displayed for comparison

time line: a linear diagram indicating people, events, and/or issues in chronological order

Standard 2.0: History Skills: Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision

making.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|----------------------------|-----------------------------|------------------------------|------------------------------|--------------------------------|---------------|
| Students know and are able | Students know and are able | Students know and are able | Students know and are able | Students know and are able | |
| to do everything required | to do everything required | to do everything required | to do everything required | to do everything required in | |
| in earlier grades and: | in earlier grades and: | in earlier grades and: | in earlier grades and: | earlier grades and: | |
| | 2.3.1 I | 2.5.1 I | 2.8.1 I | 2.12.1 I | Inquiry |
| | Ask history-related | Ask a historical question | Frame historical questions | Frame and evaluate | |
| | questions. | and identify resources to be | that examine multiple | historical questions from | |
| | | used in research. | viewpoints. | multiple viewpoints. | |
| | E 4.3.3; E 10.3.2; E 11.3.1 | E 11.5.1; E 11.5.2; E 11.5.3 | E 11.8.1; E 11.8.2 | E 4.12.3; E 11.12.1 | |
| | E 1.3.3, E 10.3.2, E 11.3.1 | 2.5.2 I | 2.8.2 E | 2.12.2 E | Research and |
| | | Organize historical | Evaluate sources of | Integrate, analyze, and or- | Analysis |
| | | information from a variety | historical information | ganize historical | 1111111 515 |
| | | of sources. | based on: | information from a variety | |
| | | | ♦ bias | of sources. | |
| | | | • credibility | | |
| | | | cultural context | | |
| | | | ◆ reliability | | |
| | | | ♦ time period | | |
| | | | time period | E 4.12.3; E 4.12.5; E 11.12.2; | |
| | | E 6.5.2 | E 4.8.4; E 8.8.1; E 11.8.2 | E 11.12.5 | |
| | | | 2.8.3 E | 2.12.3 E | Informational |
| | | | Read and use | Analyze and interpret | Tools |
| | | | informational tools, | historical content from | |
| | | | including: | informational tools, | |
| | | | ♦ charts | including: | |
| | | | ♦ diagrams | ♦ charts | |
| | | | ♦ graphs | ♦ diagrams | |
| | | | ♦ maps | ♦ graphs | |
| | | | political cartoons | ♦ maps | |
| | | | ◆ photographs | political cartoons | |
| | | | ♦ tables | ♦ photographs | |
| | | | | ♦ tables | |
| | | | E 2.8.4; E 11.8.2; E 11.8.5; | | |
| | | | G 1.8.1; G 1.8.2; G 1.8.3; | G 1.12.1; G 1.12.2; G 1.12.3; | |
| | | | G 1.8.4; G 1.8.7; G 1.8.8 | G 1.12.1, G 1.12.2, G 1.12.3, | |

cultural context: to reference an event or situation from the perspective of specific groups of people

informational tools: any graphic source of data or information

History Standard 3.0: Prehistory to 400 CE: Students understand the development of human societies, civilizations, and empires through 400 CE.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|------------------------------|------------------------------|---------------------------------|------------------------------------|-----------------------------------------------------|----------------|
| Students know and are able | Students know and are able | Students know and are able | Students know and are able | Students know and are able | |
| to do everything required in | to do everything required in | to do everything required in | to do everything required in | to do everything required in | |
| earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | |
| | | 3.5.1 E | 3.8.1 I | 3.12.1 I | World, |
| | | Define hunter-gatherer . | Explain the characteristics | Identify and describe the | United States, |
| | | | and environments of hunter- | characteristics of pre- | and Nevada |
| | | | gatherer. | agricultural societies. | |
| | | | 3.8.2 W | 3.12.2 I | World |
| | | | Identify significant | Describe technological | |
| | | | characteristics of early | innovations of early | |
| | | | agricultural societies, | agricultural societies, | |
| | | | including: | including: | |
| | | | • farming | development of | |
| | | | • domestication of animals. | agriculture | |
| | | | | domestication of animals | |
| | | | G 4.8.5; G 5.8.2; G 5.8.4; | • development of | |
| | | | G 6.8.1 | permanent communities | |
| | | | 3.8.3 I | 3.12.3 I | World |
| | | | Locate ancient and | Explain and demonstrate | |
| | | | classical civilizations in | how geography influenced | |
| | | | time and place, including: | the political, social, and | |
| | | | • China | economic growth of ancient classical civilizations, | |
| | | | • Egypt | including: | |
| | | | • Greece | • Africa | |
| | | | • India | • China | |
| | | | Mesopotamia | • Greece | |
| | | | • Rome | • India | |
| | | | | Mesopotamia | |
| | | | | • Rome | |
| | | | | - Nonte | |
| | | | | G 2.12.1; G 2.12.5; G 2.12.6; | |
| | | | G 2.8.5; G 2.8.8; G 6.8.1 | G 4.12.3; G 5.12.1; G 6.12.1 | |

CE: a term for dating events or eras used in modern historical writing meaning "Common Era," synonymous with the previously used term "AD" **domestication:** the taming of animals for human uses, or to adapt wild plants for cultivation

hunter-gatherer: the term used to describe a person from a culture where the members hunt and/or gather their food

Mesopotamia: civilizations located between the Tigris and Euphrates Rivers in the Middle East

pre-agricultural society: a society in which economic activities are associated with hunting or gathering, and which are not associated with the domestication of animals or the production of crops

History Standard 3.0: Prehistory to 400 CE: Students understand the development of human societies, civilizations, and empires through 400 CE.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | | 3.8.4 I Describe achievements made by ancient and classical civilizations, including: • the Americas • China • Egypt • Greece • India • Mesopotamia • Rome | 3.12.4 E Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including: • Africa • the Americas • China • Greece • Hebrew kingdoms • India • Mesopotamia • Phoenicia • Rome C 1.12.3; G 2.12.4; G 2.12.5 | World |
| | | 3.5.5 W Locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people | 3.8.5 I Describe the lifestyles of Nevada's Desert Archaic people. | C 112.0, C 2.12.1, C 2.12.0 | Nevada |
| | istoric Nevada inhahitants, such | | G 5.8.2 | | |

Desert Archaic people: prehistoric Nevada inhabitants, such as the Lovelock cave people.

History Standard 4.0: 1 CE to 1400: Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | 4.5.1 I Identify explorations of the Vikings in North America. | 4.8.1 I Describe the Viking exploration of North America. | 4.12.1 I Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including: ◆ African ◆ Byzantine ◆ Chinese ◆ Indian ◆ Japanese ◆ Scandinavian | World |
| | | G 2.5.5; G 4.5.3; G 6.5.1 | G 5.8.2; G 6.8.1; G 7.8.3; G 7.8.4 | G 2.12.1; G 2.12.5; G 6.12.1 | |
| | | | 4.8.2 I Describe contributions of and locate the Mayan, Aztec, and Incan civilizations. | 4.12.2 I Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including: ◆ contributions ◆ geography ◆ political systems ◆ religion ◆ social structure | World |
| | | | G 1.8.1; G 5.8.2; G 5.8.4; G 6.8.1 | G 2.12.1; G 2.12.2; G 2.12.5; G 5.12.1; G 5.12.6; G 6.12.1 | |

History Standard 4.0: 1 CE to 1400: Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Students know and are able | Students know and are able | |
| to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | |
| | | | 4.8.3 I Describe the origin, traditions, customs, and spread of western and eastern world religions, including: ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism | 4. 12.3 E Describe the origin, traditions, customs, and spread of western and eastern world religions, including: ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism | World |
| | | | 4.8.4 I I Identify the characteristics of European feudalism. | 4.12.4 I Describe the characteristics of European feudalism | World |
| | | | | 4.12.5 I Describe the rise of commercial trading centers and their effects on social, political, and economic institutions. | World |
| 6 1 11 | itigal and social system in madi | | | G 2.12.1; G 4.12.3; G 6.12.1 | |

feudalism: an economic, political, and social system in medieval Europe, in which land was held by vassals in exchange for military and other services given to overlords **institutions:** systems or methods of organizing activities

- economic institutions –ways in which production, distribution, and exchange are organized
- social institutions –ways in which cultural activities are organized
- political institutions –ways in which governance is organized

History Content Standard 5.0: 1200 to 1750: *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.*

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Students know and are able | Students know and are able | |
| to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | |
| | | | 5.8.1 I Define the Renaissance in terms of science and fine arts. | 5.12.1 E Examine the impact of technological, mathematical, cultural, and artistic developments of the Renaissance | World |
| | | | | 5.12.2 I Explain the development of European hereditary monarchies and their effects on: | World |
| | | | | C 7.12.1 5.12.3 I | World and |
| | | | | Explain the causes of the | World and United |
| | | | | Reformation and its effects in Europe and the Americas. | States |
| | | | | 5.12.4 I Identify the influence of the Enlightenment on the Western World, including: • fine arts • government • literature • philosophy • science | World |
| | antury movement amphasizing the s | | | G 2.5.3; G 2.5.6; G 4.5.8 | |

Enlightenment: a 17th and 18th century movement emphasizing the significance of reason and scientific inquiry

fine arts: art, photography, dance, sculpture, architecture, and music

hereditary monarchy: a kingship in which power is bestowed from one generation to the next

Reformation: a religious movement that began when Martin Luther challenged the authority of the Pope and the Catholic Church and resulted in Protestantism

Renaissance: the revival of art, literature, and learning in Europe in the fourteenth, fifteenth, and sixteenth centuries, beginning in Italy and spreading gradually to other European countries

History Content Standard 5.0: 1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | 5.5.5 I Identify Nevada's Native American cultures, including: • Northern Paiute • Southern Paiute • Washoe • Western Shoshone G 2.5.3; G 2.5.6; G 4.5.8 | 5.8.5 I Describe the lifestyles of Nevada's Native American cultures, including: ◆ Northern Paiute ◆ Southern Paiute ◆ Washoe ◆ Western Shoshone G 2.8.7; G 6.8.1 | | Nevada |
| 5.2.6 W Tell why Columbus Day is celebrated. | 5.3.6 W Identify Native North American life prior to European contact, such as: • food • clothing • shelter | 5.5.6 I Describe Native North American life prior to European contact, such as: Clothing Communication Family Food Shelter Transportation Tools | 5.8.6 I Describe Native North American cultural regions, such as: Southwest Southeast Northeast California Great Basin Plains Plateau Arctic Sub-Arctic | 5.12.6 I Compare common elements of Native North American societies, including: • Communication • economic systems • housing • political systems • social systems • traditions | United States and Nevada |
| E 9.2.4 | Ec 3.3.1; Ec 5.3.1 | G 2.5.1; G 4.5.8; G 5.5.4 5.5.7 I | G 2.8.7; G 6.8.1 5.8.7 I | 5.12.7 E | World and |
| | | Describe expeditions of early explorers, including: Christopher Columbus Ferdinand Magellan G 4.5.3; G 6.5.1 | Describe motivations for Scandinavian and European explorations, including: ◆ all-water routes to Asia ◆ trade ◆ religion G 4.8.2; G 4.8.3; G 4.8.5 | Examine the roles of nationalism, economics, and religious rivalries in the Age of Exploration. | United States |

nationalism: a belief that one's nation and its interests are of primary importance **Age of Exploration:** European sponsored explorations of Africa, Asia, and the Americas during the 16th and 17th centuries

History Content Standard 5.0: 1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| 5.2.8 E Tell why Thanksgiving Day is celebrated. E 9.2.4 | | 5.5.8 E Describe relationships among Native Americans, Europeans, and Africans. G 4.5.3; G 4.5.9 | | 5.12.8 E Analyze interactions among Native Americans, Europeans, and Africans. | World and United States |
| | | | | 5.12.9 E Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions. | World and United States |
| | | | 5.8.10 I Explain where and why colonies were established in the Americas by European nations and how those colonies were governed. | 5.12.10 I Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs. | World and United States |
| | | 5.5.11 I Describe colonial life in North America. | 5.8.11 I Describe lifestyles in the New England, Middle, and Southern colonies. | 5.12.11 I Compare and contrast life in the New England, Middle, and Southern colonies. | United States |
| | | Ec 5.5.4; G 2.5.5; G 4.5.3 | G 4.8.3; G 4.8.4; G 4.8.5; G6.8.1 5.8.12 I Describe the African slave trade. G 4.8.5; G 4.8.6; G 4.8.8 | 5.12.12 I Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas. | World and United States |

Content Standard 5.0: 1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Students know and are able | |
| to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | |
| | | | | 5.12.13 I Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations. | World |
| | | | | 5.12.14 I Describe how Islamic empires were a link between Africa, Europe, and Asia. | World |

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|----------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Students know and are able | Students know and are able | Students know and are able | Students know and are able | Students know and are able | |
| to do everything required in | to do everything required in | to do everything required in | to do everything required in | to do everything required in | |
| earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | |
| | | | 6.8.1 E Describe major inventions of the Industrial Revolution, including: ◆ steam engine ◆ textile machines Ec 7.8.1; Ec 7.8.4; Ec 7.8.5; G 2.8.4; G 4.8.5; G 5.8.2; G 5.8.3; G 5.8.4 | 6.12.1 E Explain the causes and results of the Industrial Revolution. Ec 6.12.3; Ec 6.12.5; Ec 7.12.1; Ec 7.12.2; Ec 7.12.4; Ec 7.12.5 | World and United States |
| | | | | 6.12.2 I Describe the causes and effects of wars with Europeans, including the French and Indian War. | World and United States |
| | | | 6.8.3 E Describe the effect of laws and taxes enacted by the British on the American colonies, including: • Stamp Act • Intolerable Acts • Quartering Act | 6.12.3 E Explain the political and economic causes and effects of the American Revolution. | United States |
| | | | C 1.8.4; Ec 8.8.3 | C 1.12.2 | |
| 6.2.4 E Tell why the Fourth of July is celebrated. | 6.3.4 W Identify the Declaration of Independence. | 6.5.4 E Identify the events that led to the Declaration of Independence. | 6.8.4 E Explain the major ideas expressed in the Declaration of Independence, including: ◆ Equality ◆ Right to change government ◆ Life, liberty, and the pursuit of happiness | 6.12.4 E Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States. | |
| | | | | | |

Industrial Revolution: a period of major economic change characterized by changing technology, machine production, and the concentration of workers in urban areas

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|--------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Students know and are able | Students know and are able | Students know and are able | Students know and are able | Students know and are able | |
| to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | |
| | 6.3.5 W Identify patriotic symbols, including: • eagle • flag • Liberty Bell | 6.5.5 E Identify key people of the American Revolution, including: ◆ George Washington ◆ Ben Franklin | 6.8.5 E Describe key people and events of the American Revolution, including: ◆ King George III ◆ George Washington ◆ Lexington and Concord ◆ Battle of Saratoga ◆ Valley Forge | 6.12.5 E Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans. | United States |
| | | | 6.8.6 I Identify the Articles of Confederation. | 6.12.6 I Explain the issues of the Confederation period, including: • war debts and finance • western land • trade • taxation | United States |
| | | | 6.8.7 E Explain why the Constitution was written. | Ec 6.12.1 6.12.7 E Describe the Constitution's underlying principles, including: • checks and balances • federalism • limited government • popular sovereignty • separation of powers | United States |
| | | | C 1.8.2; C 1.8.5; C 2.8.1; C 2.8.2; C 2.8.3; C 2.8.4; C 2.8.5; C 2.8.6; C 2.8.7 | C 1.12.1; C 1.12.2; C 1.12.3; C 2.12.1; C 2.12.3; C 3.12.1; C 3.12.2; C 3.12 3 | |

Confederation period: the period of time from 1781-1789 during which the United States operated under the Articles of Confederation federalism: a form of government consisting of a union of states in which each member agrees to subordinate its governmental power to that of a central authority in common affairs popular sovereignty: a principle of government in which the vote of the citizens is considered the final authority; also: a term applied during the pre-Civil War era to the proposed popular elections on the issue of slavery in previously unorganized territories

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | | 6.8.8 E Identify the principles of the Bill of Rights. | 6.12.8 E Describe the issues involved in the ratification of the Constitution, including: ◆ main ideas of The Federalist Papers ◆ main ideas of the Anti-Federalists ◆ the Bill of Rights | United States |
| | | | C 1.8.5; C 2.8.6; C 5.8.4 | C 1.12.2; C 3.12.1; C 5.12.4 | |
| | | | | 6.12.9 I Describe the influence of the American Revolution on Europe and the Americas. | World and United States |
| | | | | 6.12.10 I Discuss the political events, people, and ideas that influenced European politics, including: • Napoleon • Metternich • Marx • Congress of Vienna | World |
| | | | | Ec 8.12.3 6.12.11 I Describe achievements in European fine arts and literature. E 3.12.1; E 3.12.2; E 3.12.3 | World |

anti-federalists: a term referring to those who opposed the ratification of the U.S. Constitution **ratification:** the approval or confirmation of a governmental proposal

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
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| earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | |
| | | | 6.8.12 I | 6.12.12 I | World and |
| | | | Define capitalism and free | Describe the rise of national | United |
| | | | market economy. | economies, the emergence | States |
| | | | | of capitalism, and the free | |
| | | | | market economy. | |
| | | | C 7.8.2; Ec 3.8.1; Ec3.8.2; | | |
| | | | Ec 3.8.3; Ec 3.8.4; Ec6.8.2 Ec | C 7.12.2; Ec 6.12.1; Ec 6.12.2 | |
| | | | 6.8.6; Ec 7.8.5;Ec 9.8.5 | Ec 7.12.3; Ec 9.12.1; Ec 9.12.3 | |
| 6.2.13 I | | | 6.8.13 I | 6.12.13 I | United |
| Tell why Presidents' Day is | | | Describe the early | Explain issues, events, and | States |
| celebrated. | | | development of the United | the roles of key people | |
| | | | States government, | related to the development | |
| | | | including: | of United States political | |
| | | | ♦ Washington's cabinet | institutions, including: | |
| | | | ♦ Marbury v. Madison | ♦ Washington's | |
| | | | ♦ political parties | administration | |
| | | | pointed parties | ◆ The Marshall Court | |
| | | | | | |
| | | | | ◆ extension of suffrage | |
| | | | | | |
| | | | | ◆ political parties | |
| C 5.2.3; Ec 9.2.4 | | | C 3.8.3; C 4.8.2 | C 2.12.5; C 4.12.2; C 5.12.1 | |

capitalism: an economic system in which all or most of the means of production, distribution, and exchange are privately owned and operated for profit **free market economy:** an economy in which the buying and selling of goods and services may be carried on without restrictions as to price and valuation **judicial review:** a feature of the United States Constitutional system set forth in *Marbury v. Madison* in which the Supreme Court of the United States may declare an action of the executive or legislative branches unconstitutional

suffrage: the right to vote

History
Standard 6.0: 1700 to 1865: Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Students know and are able | Students know and are able | Students know and are able | Students know and are able | Students know and are able | |
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| earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | |
| | 6.3.14 E Identify <i>The Star Spangled Banner</i> as the national anthem. | 6.5.14 W Describe the relationship between the War of 1812 and the national anthem. | 6.8.14 I Describe contributing factors in the development of a national identity, such as: • the cotton gin • Erie Canal • the factory system • immigration and nativism • Monroe Doctrine • railroads • telegraph • War of 1812 | 6.12.14 I Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including: • development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts • territorial, trade, & shipping issues with Great Britain • War of 1812 • the creation of a national transportation system • Monroe Doctrine • growth and impact of immigration | United States |
| | | | G 2.8.4 | Ec 6.12.3; Ec 9.12.1; Ec 9.12.2; Ec 9.12.3 | |
| | | | 6.8.15 W Identify key people and events in the social reform movements of antebellum United States, including: ◆ Dorothea Dix ◆ Horace Mann ◆ Sojourner Truth ◆ Seneca Falls Declaration | 6.12.15 W Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including: • education reform • prison and mental health reform • religious revival • Utopian movement • women's rights | United States |

antebellum United States: a period of U.S. history prior to the United States Civil War, 1830-1861

factory system: a system of manufacturing in which the steps or stages of production are housed in one or more buildings in close proximity

nativism: the practice or policy of favoring native-born citizens over immigrants

religious revival: a term designating the Great Awakening, and the Second Great Awakening in early U.S. history

Utopian movement: a term referring to several attempts to establish "perfect" communities in the United States in the middle of the 19th century

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
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| earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | |
| | | | 6.8.16 W Recognize the development of an emerging United States culture, including contributions from: • literature • language development • poetry • music | 6.12.16 W Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including: ◆ Stephen Foster ◆ Nathaniel Hawthorne ◆ Hudson River School of Art ◆ Henry David Thoreau | |
| | 6.3.17 W Describe the life of pioneers. | 6.5.17 I Describe experiences of pioneers moving west, including: ◆ Donner Party ◆ Oregon and California Trails | 6.8.17 I Describe Manifest Destiny and the expansion of the United States, including: Lewis and Clark and the Louisiana Purchase Trail of Tears the Battle of the Alamo Treaty of Guadalupe-Hidalgo Oregon and California Trails Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail Donner Party California Gold Rush | 6.12.17 I Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including: • Louisiana Purchase • removal of the Eastern tribes • Oregon and California Trails • Mexican War and Mexican War acquisitions • California Gold Rush • Homestead Act | United States and Nevada |
| | | E 3.5.3; G 1.5.4; G 2.5.5;G 4.5.3 | G 1.8.1; G 2.8.5; G 4.8.3; G 6.8.1 | G 2.12.5; G 4.12.3 | |

Manifest Destiny: an idea popular during the 1840s stating it was the right and duty of the United States to expand its boundaries

Mexican War acquisitions: a term referring to areas of Mexico that became part of the United States as a result of the Treaty of Guadalupe-Hidalgo and the Gadsen

Purchase of 1853

History
Standard 6.0: 1700 to 1865: Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

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| carner grades and. | carner grades and. | , and the second | | carner grades and. | N7 1 |
| | | 6.5.18 I Identify explorers and settlers in pre-territorial Nevada, including: • Kit Carson • John C. Fremont | 6.8.18 I Describe the contributions of the explorers and settlers in pre-territorial Nevada and their influences on the future, including: ◆ Kit Carson ◆ John C. Fremont ◆ James Beckwourth ◆ Peter Skene Ogden ◆ Joseph Walker ◆ Jedediah Smith | | Nevada |
| | | | 6.8.19 I Describe the Mormon influence on the political and economic development of pre-territorial Nevada. G 2.8.2; G 2.8.3; G 2.8.7; G 4.8.2; G 4.8.3 | | Nevada |
| | | | 6.8.20 I Define abolition and identify the key people and events of the movement, including: • Frederick Douglass • Harriet Tubman • Underground Railroad • Sojourner Truth | 6.12.20 I Explain abolitionism and describe the importance of abolitionists and slave revolts, including: ◆ John Brown ◆ Frederick Douglass ◆ William Lloyd Garrison ◆ Harriet Beecher Stowe ◆ Nat Turner | United States |

abolition, abolitionism: a movement calling for the prohibition of slavery

History
Standard 6.0: 1700 to 1865: Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
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| earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | |
| | | 6.5.21 I | 6.8.21 E | 6.12.21 E | United |
| | | Identify the Civil War and | Identify the causes, key | Describe the causes, key | States |
| | | final outcome, including: | people, events, and outcome | people, events, and outcome | |
| | | Union and Confederacy | of the Civil War, including: | of the Civil War, including: | |
| | | ♦ Generals Grant and | states' rights and slavery | states' rights and slavery | |
| | | Lee | ◆ President Lincoln | ♦ election of 1860 | |
| | | | ♦ Emancipation | ♦ Frederick Douglass/ | |
| | | | Proclamation | African American troops | |
| | | | ◆ Vicksburg and Gettysburg | ♦ President Lincoln | |
| | | | ◆ Gettysburg Address | ♦ Emancipation | |
| | | | ♦ Generals Grant and Lee | Proclamation | |
| | | | | Antietam, Vicksburg | |
| | | | | and Gettysburg | |
| | | | | ♦ Gettysburg Address | |
| | | G 2.5.5; G 4.5.6; G 4.5.9; | G 2.8.5; G 4.8.6; G 4.8.9; | ♦ Generals Grant and Lee | |
| | | G 6.5.1; G 6.5.3 | G 6.8. 1 | | |
| | | 6.5.22 I | 6.8.22 I | | Nevada |
| | | Explain the symbols, mottos, | Explain the events that led to | | |
| | | and slogans related to | Nevada statehood, including: | | |
| | | Nevada, including: | Comstock Lode | | |
| | | • "Battle Born" | • Election of 1864 | | |
| | | • state seal | | | |
| | | Silver State | | | |
| | | • state flag | | | |
| | | | G 6.8.1 | | |

Emancipation Proclamation: a directive issued by President Abraham Lincoln, in which enslaved people in states or portions of states still in rebellion were declared free

History Standard 7.0: 1860 to 1920: Students understand the importance and impact of political, economic, and social ideas.

| Students know and are able | C4 14. 1 | | | |
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| to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | 7.8.1 I Identify the 13 th , 14 th , and 15 th Amendments to the Constitution. | 7.12.1 W Summarize the successes and failures of the Reconstruction period. | United States |
| | | 7.8.2 W Identify the Black Codes and Jim Crow Laws. | 7.12.2 I Describe the key people and significant issues concerning African American rights, including: ◆ Booker T. Washington & the Tuskegee Institute ◆ Black Codes and Jim Crow Laws ◆ Plessy v. Ferguson ◆ W.E.B. DuBois and the NAACP ◆ Ida B. Wells and the NACW C 5.12.1 | United States |
| | | 7.8.3 W Discuss and analyze the interactions between settlers and Native Americans during the westward expansion, including: ◆ Ghost Dance/ Wounded Knee ◆ Little Big Horn | 7.12.3 I Describe federal policy toward Native Americans including: ◆ Dawes Act/Indian Reorganization Act of 1934 ◆ Indian Boarding Schools ◆ Indian Citizenship Act of 1924 ◆ Plains Wars ◆ reservation system | United States |
| | | | 7.8.1 Identify the 13th, 14th, and 15th Amendments to the Constitution. C 5.8.1 7.8.2 We Identify the Black Codes and Jim Crow Laws. We Discuss and analyze the interactions between settlers and Native Americans during the westward expansion, including: G Ghost Dance/ Wounded Knee Little Big Horn G 5.8.7 | 7.8.1 Identify the 13th, 14th, and 15th Amendments to the Constitution. C 5.8.1 7.8.2 Identify the Black Codes and Jim Crow Laws. Identify the Black Codes and Jim Crow Laws. 7.12.2 I Describe the key people and significant issues concerning African American rights, including: Booker T. Washington & the Tuskegee Institute Black Codes and Jim Crow Laws Plessy v. Ferguson W.E.B. DuBois and the NACV C 5.12.1 7.8.3 Discuss and analyze the interactions between settlers and Native Americans during the westward expansion, including: Ghost Dance/Wounded Knee Little Big Horn 1 7.12.1 W. Summarize the successes and failures of the Reconstruction period. 7.12.2 I Describe the key people and significant issues concerning African American American display. Flessy v. Ferguson W.E.B. DuBois and the NACW C 5.12.1 7.12.2 1 Describe federal policy toward Native Americans including: Dawes Act/Indian Reorganization Act of 1934 Indian Boarding Schools Indian Citizenship Act of 1924 Plains Wars Plains Wars Plains Wars |

Black Codes: a continuation of slave codes following the Civil War to deny African-Americans their civil rights

Jim Crow Laws: laws that legalized segregation of and discrimination against African Americans after the United States Civil War. The expression "Jim Crow" refers to an early minstrel song

Reconstruction: a period of United States history from 1865-1877 during which southern states were reorganized politically, ending with the withdrawal of federal troops **Reservation system:** a policy of the United States government to restrict the habitation of Native Americans to designated lands

Standard 7.0: 1860 to 1920: Students understand the importance and impact of political, economic, and social ideas.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
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| Students know and are able | Students know and are able | |
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| earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | |
| | | | 7.8.4 W Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States. | | Nevada |
| | | | 7.8.5 I Describe the western frontier, including: ◆ communication ○ Pony Express ○ telegraph ◆ farming and water issues ◆ mining ◆ ranching ◆ transportation G 2.8.5; G 4.8.3; G 4.8.5; G4.8.6; G 5.8.3; G 5.8.4; G 6.8.1 | 7.12.5 I Describe the role of farming, railroads, mining in the settlement of the West. Ec 6.12.3 | United States and Nevada |
| | | | | 7.12.6 W Describe the causes, issues, and effects of the Populist Movement. | United States |

Populist Movement: a movement in the rural areas of the United States seeking reforms in transportation (railroad regulation) and monetary policy (silver coinage)

Standard 7.0: 1860 to 1920: Students understand the importance and impact of political, economic, and social ideas.

| Grade 2 Students know and are able to do everything required in earlier grades and: | Grade 3 Students know and are able to do everything required in earlier grades and: | Grade 5 Students know and are able to do everything required in earlier grades and: | Grade 8 Students know and are able to do everything required in earlier grades and: | Grade 12 Students know and are able to do everything required in earlier grades and: | |
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| | | 7.5.7 W Identify the contributions of the inventors and discoverers, including: Thomas Edison Wright brothers Alexander Graham Bell George Washington Carver C 4.5.1; E 3.5.3 | 7.8.7 I Describe effects of industrialization and new technologies on the transformation of the United States, including: ◆ steel industry ◆ mass production ◆ mechanized assembly line ◆ communication G 5.8.2; G 5.8.3; G 5.8.4 | 7.12.7 E Describe the effect of industrial technology innovations and urbanization on United States social and economic development. Ec 6.12.3; Ec 6.12.6; Ec 7.12.1 | United States |
| | | | 7.8.8 W Identify American industrialists and their contributions, including: ◆ Andrew Carnegie ◆ Henry Ford ◆ John D. Rockefeller Ec 7.8.4 | 7.12.8 I Describe the development of corporate capitalism, including: ◆ J.P. Morgan ◆ mass production ◆ vertical and horizontal integration/consolidation Ec 1.12.2; Ec 4.12.2; Ec 4.12.3; Ec 6.12.2; Ec 7.12.2 | United States |
| | 7.3.9 W Identify the Statue of Liberty as a patriotic symbol. | 7.5.9 W Describe the contributions of immigrant groups to the United States. G 4.5.3 | 7.8.9 W Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States | 7.12.9 I Examine the motivations for groups coming to the United States and describe their contributions to United States society. | Nevada and United States |

corporate capitalism: an economic system in which corporations (companies owned by stockholders) own all or most of the means of production, distribution, and exchange and operate them for profit

horizontal integration/consolidation: the monopolized control of one aspect of production

industrialization: the establishment of an economic and social system characterized by large industries, machine production, and the concentration of workers in urban areas **mechanized assembly line:** an assembly line in which a worker performs a specialized task in assembling a product as it is passed along a mechanical conveyor system, usually consisting of belts or rollers

urbanization: the demographic process in which cities develop and grow

vertical integration/consolidation: control of all phases of a product's development, from raw materials to the finished product

History Standard 7.0: 1860 to 1020: Standards and departured the importance and impact of notice.

Standard 7.0: 1860 to 1920: Students understand the importance and impact of political, economic, and social ideas.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
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| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | | | 7.12.10 E Describe nativism and explain the response to immigration into the United States. C 5.12.6 | United States |
| 7.2.11 W Tell why Labor Day is celebrated. | | 7.5.11 W Describe the significance of Labor Day. | 7.8.11 W Describe the goals and accomplishments of labor unions in Nevada and the United States. | 7.12.11 I Explain the origins and issues involved in the labor movement. | United States and Nevada |
| | | | Ec 4.8.2; Ec 6.8.5 | Ec 1.12.4; Ec 4.12.2; Ec 6.12.5 7.12.12 E Describe the development and impact of the Progressive Movement, including: ◆ government reform ◆ Prohibition ◆ "trust busting" | United States |

nativism: the practice or policy of favoring native-born citizens over immigrants

Progressive Movement: a movement in urban areas calling for reforms in government, social institutions, and social welfare

Standard 7.0: 1860 to 1920: Students understand the importance and impact of political, economic, and social ideas.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
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| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | | 7.8.13 I Describe the women's suffrage movement and the 19 th Amendment. C 5.8.1 | 7.12.13 I Describe the development of the women's suffrage movement and the passage of the 19 th Amendment. C 5.12.1 | United States |
| | | | 7.8.14 W Describe United States expansion, including: | 7.12.14 I Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including: ◆ Alaska ◆ Hawaii ◆ Open Door Policy ◆ Spanish-American War ◆ Panama Canal ◆ T. Roosevelt's foreign policy ◆ Dollar Diplomacy | World and United States |
| | | | | 7. 12.15 W Explain the causes and effects of the Mexican Revolution of 1911. | World and United States |
| | | | | 7.12.16 I Discuss the causes, characteristics, and consequences of European and Japanese expansion. | World |

Dollar Diplomacy: a popular term referring to the foreign policy of the William Howard Taft Administration using diplomacy to protect U.S. investments abroad and utilizing economic incentives to uphold or direct foreign policy

Open Door Policy: a proposal made in 1899 by U.S. Secretary of State John Hay asking that those European nations with leaseholds or spheres of influence in China respect certain Chinese rights, and the ideal of fair competition

suffrage: the right to vote

Standard 7.0: 1860 to 1920: *Students understand the importance and impact of political, economic, and social ideas.*

| Grade 2 Students know and are able to do everything required in earlier grades and: | Grade 3 Students know and are able to do everything required in earlier grades and: | Grade 5 Students know and are able to do everything required in earlier grades and: | Grade 8 Students know and are able to do everything required in earlier grades and: | Grade 12 Students know and are able to do everything required in earlier grades and: | |
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| 7.2.17 W Tell why Memorial Day and Veterans Day are celebrated. | | 7.5.17 W Describe the distinction between Veterans Day and Memorial Day. | 7.8.17 I Identify causes, outcome, and consequences of World War I, including: ◆ Sarajevo ◆ alliances and nationalism ◆ weapons and tactics ◆ Treaty of Versailles | 7.12.17 I Describe the causes, course, character, and effects of World War I, including: • imperialism • arms race and alliances • nationalism • weapons/tactics • Fourteen Points • Treaty of Versailles 7.12.18 I Describe the causes and | World and United States |
| | | | | effects of the Russian Revolution. Romanovs Lenin Bolsheviks Russian Civil War | |
| | | | | 7.12.20 W Explain how fine arts, literature, and leisure activities were a reflection of the time. E3.12.1; E 3.12.2; E 3.12.3 | World and United States |

alliances (World War I): Triple Entente — consisting of Great Britain, France and Russia; Triple Alliance — consisting of Germany, Austria-Hungary, and Ottoman Empire (Turkey, Bulgaria)

imperialism: a policy in which stronger nations attempt to create empires by dominating weaker nations economically, politically, or militarily; also called **expansionism nationalism:** a belief that one's nation and its interests are of primary importance

Russian Civil War: civil war ending with the defeat of the "White Russians" (anti-Bolsheviks) by the "Red Russians" (Bolsheviks)

Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945: Students understand the importance and effect of political, economic,

technological, and social changes in the world from 1920 to 1945.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
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| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | | 8.8.1 W Define totalitarianism. | 8.12.1 I Describe the rise of totalitarian societies in Europe, Asia, and Latin America | World |
| | | | C 1.8.1; C 7.8.1 8.8.2 W Identify scientific and technological advancements and their impacts, including: • airplane • radio • automobile • household appliances | C 7.12.1 8.12.2 W Discuss the effects on society of new technologies of this era, including: • communication • transportation • manufacturing | World and United States |
| | | | G 5.8.3; G 5.8.4 | Ec 6.12.3 8.12.3 Examine social tensions in the postwar era, including: • radical politics • immigration restrictions • religious fundamentalism • racism | United States |

radicals, radicalism (radical politics): a reference to various movements in the United States in the early 20th century, including syndicalism (a proposed economic system in which production and distribution are controlled by trade union federations), anarchism, communism, and socialism

Reformation: a religious movement that began when Martin Luther challenged the authority of the Pope and the Catholic Church and resulted in Protestantism **religious fundamentalism:** a set of religious beliefs based on a literal interpretation of everything in the Bible and regarded as fundamental to Christian faith and morals; a 20th century movement among some Protestant sects in the United States

totalitarianism: a government or state in which one political party or group maintains complete control under a dictatorship

Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945: Students understand the importance and effect of political, economic,

technological, and social changes in the world from 1920 to 1945.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
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| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | | 8.8.4 W Explain how literature, music, and visual arts were a reflection of the time. E 3.8.3 | 8.12.4 W Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society. E 3.12.1; E 3.12.2; E 3.12.3 | United States |
| | | 8.5.5 W Identify the major events of the Great Depression, such as: ◆ stock market crash ◆ Dust Bowl ◆ migration ◆ Hoover Dam | 8.8.5 I Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including: ◆ stock market crash ◆ family life ◆ Hoover Dam ◆ government programs | 8.12.5 I Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions. | United States and Nevada |
| | | 8.5.6 W Identify the United States' participation in World War II, such as: ◆ Pearl Harbor ◆ homefront ◆ D-Day ◆ atomic bomb | 8.8.6 E Identify causes, effects, and outcome of World War II, including: ◆ legacy of WWI ◆ Pearl Harbor ◆ Allies ◆ Axis powers and leaders ◆ atomic bomb ◆ United Nations Ec 2.8.1; Ec 2.8.6; Ec 2.8.7; Ec 6.8.5; Ec 6.8.6; Ec 8.8.1; Ec 8.8.3; G 4.8.6; G 5.8.2; G 5.8.3; G 5.8.4 | 8.12.6 E Describe the causes, course, character, and effects of World War II, including: • legacy of WWI • campaigns and strategies • atomic bomb • significant military, political, and scientific leaders • the Big Four • United Nations • U.S. changing world status • war crimes trials Ec 2.12.3; Ec 2.12.6; Ec 2.12.7; Ec 6.12.5; Ec 7.12.1; Ec 7.12.3; Ec 8.12.1; Ec 8.12.3; Ec 8.12.6 | World, United States, and Nevada |

Big Four: World War II – Great Britain, USSR, United States, and China – nations participating in the wartime conferences **Great Depression:** A term designating the economic problems of the United States and other nations during the 1930's

Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945: Students understand the importance and effect of political, economic,

technological, and social changes in the world from 1920 to 1945.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|------------------------------|------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students know and are able | Students know and are able | |
| to do everything required in | to do everything required in | |
| earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | |
| | | | 8.8.7 I Identify key elements of the Holocaust, including: • "Aryan supremacy" • Kristallnacht • "Final Solution" • concentration and death camps | 8.12.7 E Describe the causes, course, and effects of the Holocaust, including: • "Aryan supremacy" • Nuremburg Laws • Kristallnacht • "Final Solution" • concentration and death camps • creation of Israel | World and United States |
| | | | C 8.8.3 | C 8.12.1; C 8.12.3 | |
| | | | 8.8.8 I Identify the effects of WWII on the home front in the United States and Nevada, including: • end of the Great Depression • internment camps • rationing • propaganda • "Rosie the Riveter" | 8.12.8 I Analyze the effects of WWII on the homefront in the United States, including: • internment camps • technologies • economic developments • propaganda • women/minority contributions • GI Bill | United States and Nevada |
| | | | | C 5.12. C 5.12.1; Ec 6.12.5; Ec 8.12.6; Ec 6.12.5; Ec 8.12.6 | |

[&]quot;Aryan supremacy": an ethnological term lacking recognized scholarly validity used by Nazis to refer to the superiority of Caucasians on non-Jewish heritage concentration and death camps: a set of terms referring to the German World War II camps that interred and/or killed those people considered political enemies of the Nazis

"Final Solution": the euphemism adopted by the Nazi government for the proposal at the Wannsee Conference to exterminate Jews in Germany and in conquered territories GI Bill: a reference to legislation enacted by Congress after World War II giving certain educational, vocational training, housing, health, and insurance benefits internment camps: detention camps established primarily for persons of Japanese descent in the United States during World War II

Kristallnacht: a term given to the "Night of Broken Glass," during which Nazi troops stormed Jewish ghettos in Germany in November 1938, killing or capturing approximately 30,000 Jews and destroying synagogues, homes, and property

History Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990: Students understand the shift of international relationships and power as well as the significant developments in American culture.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------------------|-----------|
| Students know and are able | |
| to do everything required in | |
| earlier grades and: | |
| | | | 9.8.1 I | 9.12.1 I | World and |
| | | | Identify the Cold War, | Describe the causes and | United |
| | | | including: | effects of the Cold War, | States |
| | | | ♦ Marshall Plan | including: | |
| | | | ♦ Berlin Blockade | Europe: | |
| | | | ♦ NATO | ♦ Marshall Plan | |
| | | | | ♦ Berlin | |
| | | | | ♦ NATO | |
| | | | | Middle East: | |
| | | | | ◆ Egypt | |
| | | | | ♦ Israel | |
| | | | | ♦ Afghanistan | |
| | | | | Asia: Americas: | |
| | | | | Japan Cuba | |
| | | | | China United States | |
| | | | | Korea | |
| | | | C 8.8.1; C 8.8.2; G 2.8.5; | Vietnam | |
| | | | G 2.8.6; G 4.8.6; G 4.8.7; | | |
| | | | G 4.8.8; G 4.8.9; G 4.8.10 | C 8.12.1 | |
| | | | 9.8.2 I | 9.12.2 I | United |
| | | | Identify the effects of the | Describe the effects of the | States |
| | | | Cold War on the United | Cold War on the United | |
| | | | States, including: | States, including: | |
| | | | ♦ arms race and nuclear | arms race and nuclear | |
| | | | testing | testing | |
| | | | ♦ McCarthyism | ♦ McCarthyism | |
| | | | ♦ space race | ♦ space race | |
| | | | ◆ Cuban Missile Crisis | ◆ Cuban Missile Crisis | |
| | | | C 8.8.1; C 8.8.2; C 8.8.3 | C 8.12.1 | |

McCarthyism: an expression applied to the zealous search for Communists in various U.S. institutions during the 1950s

History Standard 9.0: The Twentieth Century, a Changing World: 1920 to 1945: Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|------------------------------|------------------------------|------------------------------|-------------------------------|--------------------------------------------------------------------------|-----------|
| Students know and are able | Students know and are able | |
| to do everything required in | to do everything required in | |
| earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | earlier grades and: | |
| | | | 9.8.3 W | 9.12.3 I | World and |
| | | | Explain why the United | Describe the cause, course, | United |
| | | | Nations was involved in the | and character of the Korean | States |
| | | | Korean War and the outcome | War, including: | States |
| | | | of its involvement. | ♦ United Nations Security | |
| | | | of its involvement. | Council | |
| | | | | ◆ Pusan Perimeter | |
| | | | | ◆ General MacArthur | |
| | | | | ♦ Inchon | |
| | | | | ♦ Yalu River | |
| | | | | ♦ 1atu River ♦ 38 th Parallel | |
| | | | G 4.8.9; G 4.8.10 | ♦ 38 Parailei | |
| | | | | 9.12.4 I | World |
| | | | | Explain how and why African | |
| | | | | and Asian peoples achieved | |
| | | | | independence from colonial | |
| | | | | rule. | |
| | | 9.5.5 W | 9.8.5 I | 9.12.5 I | World and |
| | | Identify major advancements | Discuss how science and | Analyze how postwar science | United |
| | | in science and technology, | technology changed life in | and technology augmented | States |
| | | including: | the United States after WWII, | United States economic | |
| | | ♦ television | including: | strength, transformed daily | |
| | | ♦ computers | ♦ television | life, and influenced the world | |
| | | | ♦ electronics and | economy and politics. | |
| | | | computers | | |
| | | G 2.5.4; G 4.5.7 | ♦ medical advances | Ec 6.12.3; Ec 7.12.2; Ec 7.12.5 | |
| | | | 9.8. 6 W | 9.12.6 W | United |
| | | | Summarize the changes in the | Describe the causes and effects | States |
| | | | United States' demographics. | of changing demographics and developing suburbanization in | |
| | | | | the United States. | |
| | | | G 4.8.1; G 4.8.2; G 4.8.4; | the office states. | |
| | | | G 4.8.5;G 4.8.6; G 4.8.8 | Ec 6.12.5 | |

demographics: the characteristics of a population as classified by age, gender, income, location, or employment **suburbanization:** the movement of people from cities to adjacent areas

History Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990: Students understand the shift of international relationships and power as well as the significant developments in American culture.

| Students know and to do everything received: 9.5.8 Identify the major partial matter. | quired in to do everything required in earlier grades and: 9.8.7 I Describe the impact of the United States military and atomic testing in Nevada. G 5.8.3; G 5.8.4 I 9.8.8 E 9.12.8 E | Nevada World, |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9.5.8 Identify the major p | earlier grades and: 9.8.7 Describe the impact of the United States military and atomic testing in Nevada. G 5.8.3; G 5.8.4 I 9.8.8 E 9.12.8 E | |
| 9.5.8 Identify the major p | 9.8.7 I Describe the impact of the United States military and atomic testing in Nevada. G 5.8.3; G 5.8.4 I 9.8.8 E 9.12.8 E | |
| Identify the major p | Describe the impact of the United States military and atomic testing in Nevada. G 5.8.3; G 5.8.4 I 9.8.8 E 9.12.8 E | |
| Identify the major p | | World. |
| Have a Dream" spe | g Jr.'s "I events, and people of the events, and key people of the | United States, and Nevada |
| C 4.5.1; C 5.5.6; E 8. | 5.1; E 8.5.2 C 5.8.6 C 5.12.1; C 5.12.6; C 5.12.7 | |
| | 9.8.9 Identify the causes and effects of the Vietnam war, including: Tet Offensive Gulf of Tonkin Resolution anti-war movement draft and lottery POWs and MIAs 9.12.9 Describe the causes, course, character, and effects of the Vietnam war, including: Ho Chi Minh Dien Bien Phu Ngo Dinh Diem Gulf of Tonkin Resolution draft and lottery Tet Offensive anti-war movement Paris Peace Accord POWs and MIAs Imperialism | World and United States |
| | C 4.5.1; C 5.5.6; E 8. | States and Nevada, including: Rosa Parks Martin Luther King, Jr. Brown v. Board of Education order of César Chávez C 4.5.1; C 5.5.6; E 8.5.1; E 8.5.2 C 5.8.6 P 3.9 I dentify the causes and effects of the Vietnam war, including: Tet Offensive Gulf of Tonkin Resolution anti-war movement draft and lottery POWs and MIAs Black Power Movement United Farm Workers American Indian Movement Nowmen's Rights Movement Act C Civil Rights Act of 1964 C 5.12.1; C 5.12.6; C 5.12.7 Describe the causes, course, character, and effects of the Vietnam war, including: Ho Chi Minh Dien Bien Phu Ngo Dinh Diem Gulf of Tonkin Resolution draft and lottery POWs and MIAs |

History Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990: Students understand the shift of international relationships and power as well as the significant developments in American culture.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | | 9.8.10 I Identify the significance to United States political culture of the following: ◆ Watergate ◆ Iranian hostage crisis ◆ Iran-contra Affair | 9. 12.10 I Describe the changes in United States political culture, including: • the role of the media • the role of women and minorities • Watergate • Iranian hostage crisis • Iran-contra affair • Grenada and Panama | United States |
| | | | 9.8.11 I Identify key people and events that contributed to the end of the Cold War, including: ◆ recognition of China ◆ détente ◆ disarmament ◆ Strategic Defense Initiative (SDI) | 9.12.11 I Describe how international policies contributed to the end of the Cold War, including: • recognition of China • détente • disarmament treaties • "Star Wars" (SDI) • solidarity C 5.12.6 | World and United States |
| | | | 9.8.12 W Describe the significance of the breakup of the USSR, including: • fall of the Berlin Wall C 7.8.1; G 4.8.8; G 4.8.10 | 9. 12.12 I Describe the geopolitical changes in the world due to the disintegration of the USSR. | United States and World |

détente: relaxation of strained relations between nations, especially among the United States, the Soviet Union, and China in the 1970s and late 1980s

[&]quot;Star Wars": a satellite-operated defense system (Strategic Defense Initiative) proposed by President Ronald Reagan in 1983

Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990: *Students understand the shift of international relationships and power as well as the significant developments in American culture.*

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | | 9.8.13 I Describe the effects of tourism and gaming on Nevada. G 2.8.4 | | Nevada |
| | | | 9.8.14 W Identify examples of arts, music, literature, and the media in United States society. E 3.8.3 | 9.12.14 W Summarize the influence of art, music, literature, and the media on United States society. E 3.12.1; E 3.12.2; E 3.12.3 | United States |

History Content Standard 10.0: New Challenges, 1990 to the Present: Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | |
| | | | 10.8.1 I Describe scientific and technological developments, including: ◆ personal computers ◆ Internet ◆ satellites ◆ medical advances | I 10.12.1 I I I I I I I I I I I I I I I I I I I | World and United States |
| | | | | 10.12.2 I Describe the regional and global effects of political and economic alliances. Ec 9.12.1; Ec 9.12.2 | World and United States |
| | | 10.5.3 W Identify major news events on the local, state, national, and world level. G 4.5.6; G 4.5.9 | 10.8.3 I Describe major world, national, and local issues, including: ◆ ethnic and religious conflicts ◆ environmental issues ◆ gaming ◆ health issues ◆ water and resource allocation G 2.8.4; G 4.8.1; G 4.8.2; G 4.8.8; G 4.8.10; G 5.8.6 | 10.12.3 I Describe how global issues affect nations differently, including: ◆ human rights ◆ the environment ◆ world and U.S. regional conflicts ◆ medical concerns | World, United States, and Nevada |
| | | nd tachnology for the study of n | 10.8.4 W Identify the causes and effects of the Persian Gulf War. G 4.8.6; G 4.8.10 | 10.12.4 I Explain the causes and effects of the Persian Gulf War, including: ◆ Kuwait invasion ◆ world oil supply ◆ changing alliances | World and United States |

biotechnology: the use of data and techniques of engineering and technology for the study of problems concerning living organisms **political, economic alliances:** terms referring to the creation of political and economic agreements and compacts in the 20th century, including NATO, NAFTA, and the European Union

History Content Standard 10.0: New Challenges, 1990 to the Present: Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

| Grade 2 | Grade 3 | Grade 5 | Grade 8 | Grade 12 | |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|-----------|
| Students know and are able | |
| to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | to do everything required in earlier grades and: | |
| | | | 10.8.5 I | 10.12.5 I | United |
| | | | Identify the role of the media | Describe the changing | States |
| | | | in the changing political | political climate in the | |
| | | | climate. | United States, including: | |
| | | | | ♦ the role of the media | |
| | | | | ♦ the Clinton impeachment | |
| | | | 10.8.6 W | 10. 12.6 W | World and |
| | | | Identify how literature, | Explain how literature, | United |
| | | | music, and the visual arts are | music, and the visual arts are | States |
| | | | a reflection of the time. | reflections of the time. | |
| | | | E 3.8.3 | E 3.12.1; E 3.12.2; E 3.12.3 | |